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failed of one of the most inspiring methods of study which are open to him.

The book is fully illustrated with actual photographs of biblical places and scenes.

Primer on Teaching, with Special Reference to Sunday School Work. By JOHN ADAMS, A.M., Professor of Education in the University of London. New York: Imported by Charles Scribner's Sons, 1903. Pp. 129. \$0.20, *net*.

Here is an important little book which can be of great service to Sunday-school teachers, and religious teachers in other ways, who wish to learn what modern pedagogy has to say regarding the religious instruction of children. Professor Adams is an authority on the subject of education, and has prepared this admirable book to assist specifically those who give religious instruction. His chapters are upon the following subjects: "Child Nature," "Ideas and Their Relations," "Attention and Interest," "Class Management," "The Teacher's Use of Language," "Method in Teaching," "The Socratic Method," "Questions and Answers," "Illustrations." The book does not deal with the subject-matter of religious instruction, but only with the persons to be taught and the best methods of reaching them.

The first question the teacher has to face is: What is a child? Till this has been satisfactorily answered it is clear that no intelligent teaching is possible. An exact logical definition may be dispensed with, but some practical working knowledge of child-nature is essential. It is easy to fall into error here. For example, a very common off-hand answer to the question, "What is a boy?" is: "A boy is a little man." But this is precisely what he is not, any more than a grub is a little butterfly, or a tadpole is a little frog. If you compare the body of the boy with the body of the man, you will find that the proportions of the parts are quite different in the two cases; and the same is true of the mental qualities. A boy is, if you like, a man in the making; but to treat him as if he were already a man—though a little one—is as unreasonable as to feed a grub on a butterfly's food, or to expect a tadpole to breathe air directly, like a frog. Before we can treat a child as he ought to be treated, we must study him, and find out all we can about his nature.

This is the point of view from which the book is written; also the quotation indicates at the same time the educational scholarship of the book, and its simple, forceful style. When so good a book can be had for twenty cents, certainly teachers should not remain in ignorance of the pedagogical principles of modern religious instruction.